



School-Age Child and Youth Development Services

PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 pm CDT, MAY 15, 2023

Official submission date and time will be based on the time stamp from the CDD Applications inbox. Late applications will not be accepted

The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only programs that involve different participants for that age group, separate staff, a different schedule and are not an activity occurring during or as part of another program should be considered a stand-alone program with a separate application.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Centro Hispano Inc	Total Amount Requested:	\$ 110,000
Program(s) included in this application:	Program Name: Juventud	Amount Requested: \$ 110,000	
	Program Type: Middle School Topic, Skill or Population Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com</i>		
Contact Person:	Karen Menendez Coller	Email: karen@micentro.org	
Organization Address:	810 W Badger Road Madison WI 53713	Telephone:	608-442-4010
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	

Organizational Qualifications:

1. Organization History and Mission Statement

Centro Hispano Inc. (Centro Hispano of Dane County, Centro), located on the south side of Madison, WI, is the largest non-profit provider serving Latinx in the area. Founded 40 years ago by community volunteers to meet the emergent needs of Cuban refugees, the agency now serves approximately 6,000 clients or 2,500 families a year with holistic family-centered programming. Centro's mission is Empowering Youth, Strengthening Families, Engaging the Community. Our vision is for Dane County to be a community where Latinx families can aspire upward, to reach their personal goals and dreams because they feel engaged and strengthened with the tools for success. Centro is also an essential partner of the city, county and local school district. Programs and services include afterschool and youth enrichment programs, workforce development and career training, family support services, specialized programs for adults, and community programs.

2. Describe your organization's experience implementing programming described in the School-Age Child and Youth Development Service Continuum and relevant to the programs you propose in this application. List all current school-age child and youth programs with their inception date.

Centro Hispano Inc. (Centro) serves approximately 300 youth annually through its free bilingual out-of-school programs for middle and high school youth. Programming, offered in partnership with the Madison Metropolitan School District (MMSD) has been in existence formally for more than fifteen years and informally since the 1980's. Centro's youth out-of-school programs include Juventud, for middle school students, Escalera for high school students and [Re]Generacion focused on youth advocacy and engagement. In 2019, Centro also expanded programs for middle and high school students to the summer months. And in 2020 the organization received funding from UnidosUS for the first college transition coordinator in the agency's 40-year history. Programming occurs on site at the schools and at Centro during the year, and exclusively at Centro during the summer months.

Evidence shows that the transition from middle to high school should be seen as a process rather than an event and that in order to impact students' academic trajectory positively, schools must approach this transition holistically. This philosophy informs our programs at Centro as is the reason why we have a staff member whose goal is to make sure to focus on this process and to involve teachers, students, and families in continuous planning to support students' social success in high school and beyond. Each Juventud Program site feeds directly into its sister program at the corresponding high school. This is because we know that the transition from middle to high school is one of the greatest pressure points in Latino youth' education.

Research points to the fact that students that have a successful transition are more likely to be successful in the 9th grade, to attend classes regularly and to not drop out. In addition, this research also suggests that these students are also more likely to develop and sustain healthy social relationships with peers and with adults. Four components of effective transition systems have been identified and are incorporated into our programming structure including providing students and families accurate and useful information, supporting students' social success in spaces where they can be comfortable and confident, preparing students for academic success in high school by nurturing their sense of self and resilience, and working collaboratively with families and community, to monitor transition and key moments in life.

Our new Family Connections Specialist strengthens our long-standing support in middle school, between teachers, administrators, staff, students, and families. Instead of starting over, students at Centro are accompanied in their transition from middle to high school and we are committed to connecting them with resources but most importantly remind them of their strength, as needed.

Living in poverty equates to being burdened by substantial systematic inequities. Such inequity is further perpetuated by the digital divide --defined as lack of access to information because of poor availability to computers and internet access. Nationally, Pew Research data from 2010 finds that Latinx in particular, are heavily impacted by the digital divide, less likely than both African Americans and Whites to access the internet, have a broadband connection or own a cell phone. These inequities have only been further amplified by the pandemic and

its devastating effect on the Latinx community and our program works to alleviate these hardships by providing free bilingual programming and wrap-around support to families through a trusted home, at Centro.

3. Describe any significant changes or shifts at your agency since 2019 or anticipated changes in the next two years. For example changes in leadership, turnover of management positions, strategic planning processes, expansion or loss of funding. What, if any affects have or will these changes make regarding the agency's ability to provide proposed services? If there are no changes, write "No changes".

COVID was a significant time for us at Centro. Latinx are the largest non-White racial/ethnic group in Dane County, WI (~35,000), close to 70% live in Madison and Fitchburg and as result of the pandemic the community continues to be uniquely vulnerable with majority being vulnerable living in rental units that are often multi-unit dwellings, 34% falling below the poverty line, and predominantly continuing to work in the volatile service industry. Among Latinx, the undocumented community continues to be marginalized due to persistent national anti-immigrant sentiments, rumors they will be denied citizenship status if public benefits are utilized, and a lack of access to drivers' licenses in Wisconsin. This has resulted in less trust and engagement between the Latinx community and formal systems of support and significant trauma.

Since 2019 the commitment of Centro for community well-being, in particular our young people only strengthened. In 2021 Centro launched our capital campaign to build a new building, a new home, that can accommodate our continued program growth and that could be a safe space for youth outside of the schools. Additionally our goal is to strengthen our structure as an organization through seed funding, allowing us to grow leadership and management opportunities at Centro over the next 10 years. Our managers continue to grow in their professional development and we are encouraged by staff that continues to emerge from the community we serve. We anticipate only positive effects in Centro's ability to provide the proposed services.

4. Describe your organization's experience, education and training requirements for management and school-age child and youth program staff. Include how you support these requirements and other professional development opportunities.

Centro's Executive Director, Karen Menendez Coller, holds a background in public health and has over 20 years of experience working nationally on how community-based programs can successfully improve the trajectory for Latinx families. A significant success of our programming has been leadership's commitment to hire the "right staff" to lead (youth) programming relying on first-hand lived experience that can best leverage local connections and who understand the local context. Centro then chooses to "grow our own" supporting staff with a variety of tools that builds resilience, healing, and a space for community for staff who are from the community we serve.

Centro staff consistently participates in development opportunities, workshops, and webinars to strengthen program delivery, coordination and facilitation, and opportunities that strengthen their leadership, both nationally and more locally. Over the last 2 years, a number of Centro staff, including youth staff participated and became state certified as peer support specialists in Wisconsin and/or received human services training through funding from the Workforce Board of South Central Wisconsin. Staff time for these opportunities is protected by Centro. Managers receive individual and team coaching. During those sessions, there is space to discuss challenges, learn stress management techniques, and explore healing practices in a safe space, much needed when you engage in professional work that often may reflect the trauma we face through our very own personal Latinx experience in Wisconsin. Annually, all Centro youth staff, managers, and agency leadership join a three-day national Conference organized by UnidosUS. During the conference, UnidosUS affiliates share best practices related to youth programming, advocacy, housing, immigration policy, and successful workforce strategies. Each program team has also had the opportunity to join different training courses based on their areas of expertise. For example, during COVID the youth team participated in training courses focused on virtual program implementation. These trainings included workshops on delivering case management services via phone, best practices in the virtual classroom,

strategies to keep students engaged, teaching adults in virtual/blended classrooms, and creating an inclusive, safe, and culturally responsive environment.

Staff and community wellness and mental health are at the forefront of Centro's activities - we believe nurturing well-being through holistic family-centered programming is the currency of hope for our families. Currently, Centro is implementing a five-year Wisconsin Program Partnership grant in collaboration with the School of Education and Counseling Psychology, providing specific support to agency staff that centers on healing ethno-racial trauma (HEART) and infusing HEART principles in all program implementation.



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

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Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

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Legal Name of Organization:	Centro Hispano Inc	Total Amount Requested for this Program:		\$ 110,000
Program Name:	Juventud	Total Program Budget:		\$349,636
Program Contact:	Maria Paula Fullea Caceres	Email:	mariapaula@micentro.org	Phone: 608-6408046
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> Age Group for this form.				

Elementary

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- Topical/ Skill/Population

Middle School

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- X Topical/ Skill/Population

High School

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- Topical/ Skill/Population

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. **Need:** Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

Nationally, Latinx youth have a lower sense of belonging in middle school, high school, and in the community in general (Rodriguez, S. 2023) limiting their trajectory in school and in life. In Madison few resources support the necessary holistic engagement of adolescents as they make the important transition from middle school to 9th grade. In a community where Latinx often feel invisible, Centro provides a necessary space for Latinx kids and their families, where their background is celebrated as an asset not a problem or a barrier.

Rodriguez, S. (2023). Latino immigrant belonging in community-based organizations: Evidence from a survey experiment. Working Paper <https://www.immigratednextsophiarodriguezphd.com/our-projects/Immigrant-youth-belonging-in-community-school-and-district-partnerships-to-reduce-inequality>

- B. **Goal Statement:** What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?

Juventud prioritizes a space in middle school for belonging, through programming that uplifts culture and resilience, where children safely explore life - their present, their future - while strengthening their social connection with each other and the Latinx community, on their own terms.

- C. **Program Summary** (3-5 sentences):

The Juventud Program is a Madison Metropolitan School (MMSD) Board approved, designated high-intensity program, offered at five Madison middle schools to 100+ students. The mission of Juventud is to re-engage Latinx youth who have been labeled as "disengaged" by the educational system, so that they achieve personal success in life (as defined by them) and make a safe transition from middle to high school and beyond. Juventud allows youth to explore their culture and identity in an environment that values them for their strengths as individuals and as a collective.

2. POPULATION SERVED

- A. **Proposed Participant Population:** Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

Juventud serves 6th - 8th grade Latinx students across five area Madison middle schools (Toki, Wright, Sherman, Sennett, Jefferson). Most students participating in Juventud are children of first-generation immigrants from

low-resourced households (99%), who mostly speak Spanish at home and the parents of many students do not speak English. To date, Juventud is a space where participating youth drive the direction - activities, norms within the space, collective community building. In 2022, meetings were held with school leadership, and Centro made the decision to expand to Jefferson Middle School (Juventud MS Program at Centro) and Memorial High School (Escalera HS Program at Centro), at the request of families and school leadership, concerned about the impact of COVID and the lack of support services for Latinx families. This funds request will be used to sustain middle school and family support programming for the Westside. This proposal is in direct response to the community Centro and Juventud serves.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian		
Black/African American		
Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other	109	100
Total:	109	
Ethnicity		
Hispanic or Latino	109	100
Not Hispanic or Latino		
Total:	109	
Gender		
Boy/Man	14	13
Girl/Woman	21	19
Non-binary/GenderQueer		
Prefer Not to Say	74	68
Total:	109	

C. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

Research notes that after-school programming can be harmful if programming inadvertently marginalizes communities within the space (Lin et al 2016). Juventud has been in existence at Centro since the 1980s and over time has consistently adapted to the needs of Latinx kids in the community. Because of this the "culture" of Juventud is reflective of the kids that participate in the space. Additionally all youth coordinators in the space are bilingual (Spanish/English) majority reflecting the lived experience of those in the space, some were a part of Juventud as kids, others spent years volunteering in the space. Appropriate staffing deepens language access but most importantly ensures culturally responsive programming that is relevant to the changes in the growing Latinx community.

Lin, A.R., et al 2016 "They will post a law about playing soccer" and other ethnic/racial microaggressions in organized activities experienced by Mexican-origin families. Journal of Adolescent Research, 31, 557-581.

D. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population. Explain the intake and assessment procedure you will use for this program.

Student recruitment takes place in the Fall during school registration and direct teacher/staff referrals. Juventud coordinators also serve on student support teams with school staff (counselors, ESL teachers, bilingual resources specialists, and principals) to advertise and collect student referrals. Many staff are already referring their students and families to Juventud during these meetings and parent/teacher conferences - this is the preferred recruitment method. We also recruit early through visits to 5th grade classrooms at Juventud feeder elementary school sites.

Centro also benefits from our social media presence, including our Facebook feed with close to 10,000 followers, and our monthly radio show on La Movdia Radio to encourage students and parents to

apply to the program. Applications for Juventud are also available on-site at each of the participating schools or online on Centro Hispano's website: <http://www.micentro.org/juventud-middle-school.html>. There will be no requirements for a student to apply or be referred to Juventud, however applications will be assessed for "fit", with the ideal candidate for Juventud identifying as Latino, having a GPA that falls between 2.0-3.0 (where additional wrap-around supports can serve as a "boost" for academic success), being the first in their family to potentially attend college, and having a desire to learn and try new things but not currently being supported. When the program is at capacity, Centro will maintain a wait list.

Juventud youth coordinators connect in person 1-1 with each student who is referred to Juventud or expresses an interest in joining Juventud, to discuss the purpose, program structure, the role of the facilitator and volunteer adults in the space, and the role of the student in co-creating Juventud, as well as that of parents and school/greater community. Students/parents receive a Juventud Welcome Packet. This includes advertisement for all Centro programs, information about the program coordinator and family connections specialist, and intake form for parents to complete. The intake form includes information about the household make-up (names, relationships to program participants, ages, languages spoken at home, and schools attended by each child), communication preference (call/text/email/physical copies either mailed or sent home with child), language preferred and best time to call to speak with parent/guardian), initial parent/guardian input on perceived workshops, discussions or activities they think students would like to participate in, any questions from parents on how they want to be engaged and their perceived ideas for engaging other parents in the community, as well as any personal and family resources needed. Parents are then contacted for an over the phone or in-person conversation regarding the intake by Centro staff, and to confirm participation, followed by a request for a intake signed by the parent and student, to be returned by the student on their first day of Juventud if they wish to participate in the space. The Family Connections Specialist then reaches out to the parent/guardian to introduce themselves and ensure consistent wrap-around communication as children participate in Juventud.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Juventud offers meaningful afterschool experiences in a small "learning community" for 25-30 students at each school site (currently five schools offer the program). Students are meant to progress as a cohort from 6th to 8th grade, but groups are often mixed, with older students serving as peer mentors. Programming will occur twice a week for 4 total afterschool hours a week. The Juventud space is annually co-created by Centro staff and youth participants, ensuring contextually relevant programming at each school site, so that students feel that their voice matters in a space that is built around their strengths and interests and that also empowers them as leaders to create the Juventud community. Juventud students will be required to attend a minimum of 6 program sessions a month to remain enrolled the program to support the emphasis on retaining students and creating a space that is supportive and trusting for all those involved. Across sites the goal is to foster meaningful activities that encourage culturally relevant leadership development. We aim to leverage culture in the broadest form (i.e. inclusive of class, generational status of participants, country of origin, gender, sexual orientation/identity, etc) as strengths in student aspirations. Juventud also serves as a valuable link for youth and families with any specific resource/wrap-around service as needed. Juventud coordinators are present in school during the school day Monday - Friday, to become an embedded resource for staff and teachers, familiarize themselves with school culture and climate, and to provide additional support to students as a way to strengthen their sense of belonging, bridging the Juventud space and the school culture. In addition, the program also offers free summer sessions at Centro. Sessions have focused on a number of themes in years past, from team-building, photography and art, to more structured STEAM (Science Technology Engineering, Arts, and Math) workshops. Currently post-COVID the intent is to provide a space where kids are outdoor, and get to explore as they wish, with partnerships highlighting connections with Latinx heritage and land conservation and environmental sustainability as vital to our culture and identity.

To date, among school staff surveyed, 78% said the Juventud program made a positive impact on students' academic skills. Approximately 68% said they observed a positive impact on students' engagement with school through participation in the Juventud/Escalera programs. Students agreed (80%)

that Juventud staff, cared for them as people, and 68% said they were getting better grades in math, reading, or language arts classes. Students particularly enjoyed the virtual workshops focused on mental health and wellbeing and 1:1 bilingual academic encouragement. Parents overwhelmingly expressed that they felt that Juventud had a positive impact on their children's academic performance and social wellbeing. 98% of parents responded on the survey that they felt supported with their children's education.

During the first year of the COVID pandemic youth programs pivoted to a virtual setting and in 2022 the program shifted to operating as a hybrid model with sessions occurring both in-person at the schools (now open) and virtually. In addition to continuing to provide regular programming, during the pandemic staff were deeply involved in reaching out to families and students directly, making sure that they were ok, and they had the resources they need to navigate any extreme hardship. This included helping parents navigate the online learning platforms often offered only in English, linking families with important resources to help them with basic needs (housing, food, health, immigration and more), sending supplies to students and providing 1-on-1 academic encouragement online.

- B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the "Location(s)" cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): Toki M.S., Sennett M.S, Sherman M.S., Wright M.S., Jefferson M.S.			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year	2:50PM	4:50PM
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year	2:50PM	4:50PM
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s): Centro Hispano - Summer Juventuras			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer	10:00AM	4:00PM
Tuesday	School Year		
	Summer	10:00AM	4:00PM
Wednesday	School Year		
	Summer	10:00AM	4:00PM
Thursday	School Year		
	Summer	10:00AM	4:00PM
Friday	School Year		
	Summer	10:00AM	4:00PM
Saturday	School Year		
	Summer		

Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

- C. Frequency, Duration and Anticipated Attendance: Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the “Location(s)” cell in the table below. If the program structure varies amongst locations, please complete the rows for “Location #2” and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Toki M.S., Sennett M.S, Sherman M.S., Wright M.S., Jefferson M.S.					
School Year	2	2	36 wks	1:3	15
Summer					
Location #2 (if applicable): Centro Hispano - Summer Juventuras					
School Year					
Summer	5	6	7 wks	1:5	25

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

Summer programming occurs at Centro, at the Lussier Family Heritage Center but also diverse spaces throughout the City.

Juventuras provides a free Summer Program for rising 6th, 7th, 8th, and 9th graders in Dane County that runs between 6 - 8 weeks every summer. The program typically includes enrichment activities that build community, grow leadership skills, and expand horizons. In 2023, the summer will include, cycling, nature, cooking, dancing, art, swimming, and plenty of moments to celebrate the spirit of youth and life. Students in Juventud also typically participate in a leadership summit during Spring Break. In the past the Summit has been a collaboration between UW-Madison, MMSD, and Centro Hispano. Roughly approximately 50 Juventud students participate in the summit. Moving forward the multi-day experience, will allow students to engage with national speakers and national partners.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

In September, 2022 Centro hired the agency's first Family Connections Specialist to support youth program families to specifically focus in the 8th-9th grade student transition. With over five years of

experience coordinating our Juventud youth program at James C. Wright Middle School, hired staff has already built long-lasting relationships with existing Juventud parents and caregivers- particularly when siblings grow up through Centro's youth programs, making it easy to bring the perspective of parents/guardians and families in the development of this proposal. Over the past 10 years, all staff at Centro approach engagement work by prioritizing deep listening, organic connection, and attentive curiosity about what resources and opportunities are needed, interesting and valuable to families. We have the privilege to host important safe spaces for the community including MMSD Play and Learn Sessions at Centro (<https://www.micentro.org/play--learn-espanol.html>) and Centro's weekly community market (<https://www.micentro.org/mercado.html>). Centro has also been consistently present during family programming at each school, reuniones de Padres Latinx, and by attending back to school night events.

B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Centro's strategic priority is to be an organization embedded in the greater Madison community. This includes being a hub for community collaboration across Latinx-led organizations, associations, councils. Through monthly conversations these key partners are engaged and briefed on the direction of Centro as an organization. Annually, Centro holds a Strategic Update to brief key partners on progress towards our mission of empowering youth, strengthening families, and engaging community. The conversation across any and all of these meetings involves feedback on implementation and assessment of program activities at Centro. Most importantly to us, 95% of staff reflect the lived experience of the community we see at Centro across programs - immigrants, asylum seekers, Madison-youth who emerged through the school district and Centro programming, DACAmented young people, we often struggle personally with the effect of intergenerational trauma, and are navigating life as primary breadwinners in multigenerational households or non-traditional families. As Centro staff we are the community we serve. Each staff member at Centro regardless of program is a strong ambassador with schools where Juventud is implemented and in the community, connecting, listening and engaging, because this work is personally important. Centro (youth) staff are involved in all aspects of the program planning, brief the board on implementation, and engage in reflection on the assessment of program activities, with each other, across teams, with senior leadership in a consistent basis in line with our collectivist culture at Centro.

Reflections on implementation and assessment of program activities is iterative in Juventud as the space is co-created under the direction of the kids, although there are some formal times for reflection across Centro youth programs. Centro's partnership with the Wisconsin Center for Evaluation Research has prioritized strengthening evaluation and research skills among kids. High school students have interned at WCER, and last year we hosted a student from Centro's Avanzando through College Program as an evaluation intern at Centro and expect to do so again this summer. Middle school and high school students have participated and presented at the annual Milwaukee Social Justice and Evaluation Conference and this year, students will take part in the annual End Domestic Abuse Teen Summit, created by and for youth. As participants middle school students in Juventud will share a weekend of reflection on their voice and their power, in a safe space that will help them process current and future Juventud programming. Juventud's summer will provide a similar safe space in the outdoors, reconnecting with their history and heritage through conversations with each other and youth coordinators and Centro staff. Additionally Avanzando through College Students will be leading a summer action initiative at Centro this year, where rising 9th and 10th graders in Dane County will engage in an "Action Summer" (CASA) where they will work on solutions to many of the issues they see in their community, presentations will be made to full Centro youth community, including Juventud middle school youth, opening up a space for inspiration in preparation for the next school year.

C. Collaboration: Please complete the table below and respond to the narrative questions regarding program collaboration with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Bike Federation	Access to educational workshops, activities	Caitlin Hussey	No
Lussier Family	Access to educational activities	Lael Pascual	No

Heritage Center	and workshops		
WCER	Student workshops, conference opportunities	Annalee Good	Yes
UW School of Education and Counseling Psychology	Trainings and professional development for staff	Alyssa Ramirez Stege	Yes
MMSD	High-intensity partnership, aligning with MMSD strategic framework, support with on-site resources	Cesar Sanchez	Yes

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):

How do these partnerships enhance this proposal?

As part of our ongoing work in the City, Centro participates in the MOST Initiative (Madison-area Out-of-School Time), a central partnership for us in the alignment of efforts in the middle school youth space. Annually, Centro partners with local business and organizations for thought provoking and creative presentations including Madison Gas and Electric (MGE), the UW Hope Program, and Kennedy Communications, among others. (<https://www.micentro.org/our-supporters.html>). COVID also strengthened collaboration with the Tenant Resource Center, grew on-going collaborations with Roots4Change/REAP food access initiatives, and Joining Forces for Families Caseworkers.

Listed above are more recent transformative collaborations. Last summer, Juventud coordinators collaborated with Bike Fed staff to co-facilitate a Juventuras Bike Camp, engaging youth in educational workshops on bike safety, maintenance, and repair, and guiding bike rides around the city, something many kids had not done before, in neighborhoods many had not visited. These workshops led to greater confidence in themselves, and thought-provoking conversations about belonging as Latinx in this community. The autonomy, fellowship, and confidence that our youth experienced, navigating neighborhoods on two wheels, was a beautiful outcome of the collaboration. Juventud will partner once again with the Bike Federation this summer, for a second Juventuras Bike Camp, this time for youth and for parents. We plan to celebrate Juventuras Bike Camp with a family ride and potluck. We are excited as our collective goal (families and Centro staff) is to honor and foster connection between youth and their families.

Juventud has also enjoyed a collaboration with the Lussier Family Heritage Center. We first connected through a staff member at the Heritage Center who was a veteran volunteer with our Juventud program at James C. Wright Middle School. In summer 2022 our Juventud coordinators teamed up with staff at the Heritage Center to offer Juventuras Junior Naturalists, a three-week summer youth experience centered on exploring, enjoying, and caring for the great outdoors. Our Juventud students reveled in biking, hiking, canoeing, swimming, and foraging for wild blackberries. Together we learned about water cycles, pollinators, and ecological relationships in nature, leaning into our interconnectedness and our stewardship for the world around us. This summer we plan to partner with the Heritage Center again for another season of Juventuras Junior Naturalists, with an intergenerational component at our Noche Familiar out on the prairie at Lake Farm County Park. The initial collaboration through our Juventuras summer program has branched out to benefit Centro's youth programs during the year through field trips for our Juventud students from Sennett and Sherman Middle Schools.

Lastly, Centro is a community partner in WCER's Evaluation Clinic, centering community-based evaluation skills and knowledge in the hands of young people. The relationship with Annalee Good, the Director of the WCER Clinical Program spans almost 10 years as WCER was originally contracted as the evaluator in charge of documenting the impact of high-intensity partnerships in MMSD (including Centro), on a number of indicators, including school engagement, test scores, GPA, graduation rates. Over the last 3 years, in our renewed collaboration, Centro and WCER are focused on transforming the evaluation space and giving power back to the community to document impact, leveraging learned evaluation skills, but above all else prioritizing youth perspective.

The Esperanza Partnership between UW School of Education and Centro has been at the cornerstone of staff development and training over the last 3 years. This partnership has been essential because it strengthens skills of paraprofessionals at Centro including youth program staff and has deepened the work already happening at Centro. Central to the work is healing ethno-racial trauma (HEART) by recognizing and calling out, as staff, and in community with young people, systems of oppression and the need to create a sanctuary space at Centro and in Juventud for (1) self-reflection on ethno-racial trauma and (2) foster ways to leverage our strengths as a community, to create actions and thrive.

What are the decision-making agreements with each partner?

To date, decision-making agreements with community partners at Centro center on our values at Centro, prioritizing youth at the center of the collaboration with youth programs. Across all partnerships at Centro staff is mindful to consistently center and revisit Centro values, that we foster connections, act with mutual respect and dignity, commit to nourishing community in any space, and acknowledge that we must live with courage, and demonstrating integrity when a value feels broken in the partnership. Our agreement is that we can not move forward in a partnership until a break is reconciled and if both partners are ready for this to happen. With university and corporate partners we sign an MOU and use community guidelines published by Cruz and Bakken [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.micentro.org/uploads/2/5/7/1/25716630/community-guidelines-for-engaging-with-researchers-and-evaluators_may-2020.pdf](https://www.micentro.org/uploads/2/5/7/1/25716630/community-guidelines-for-engaging-with-researchers-and-evaluators_may-2020.pdf)

- D. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

At Centro Hispano of Dane County our mission is multigenerational with programs like Juventud that support middle school kids, Escalera/ [Re]Generacion for teenagers, Avanzando through College, our newest College Transition Program, our Caminos Workforce Strategies (non-traditional routes to health care, finance, technology positions, administration, government, and more) and some of the only bilingual/bicultural resources in the County - Immigration Support (the only Spanish speaking DOJ rep in Dane County), the Community Immigration Law Center, the only Health Insurance Navigator embedded in the community that is bilingual/bicultural through a partnership with Covering Wisconsin Statewide, case management (centering legal access, housing access support, etc), peer support specialists funded by the City of Madison, who prioritize trauma and healing. Through our collaboration with 14 Latinx-led organizations, councils and associations, the Latinx Consortium for Action supports health, well-being, family stabilization, economic development, etc. Our Family Connections Specialist coordinates and links families to resources internally and externally. While these resources help families navigate systematic barriers, at Centro we also want to center that despite these barriers, our families represent a wealth of information and knowledge. Over the last year, we have strengthened a new collaboration with the UW-Madison School of Education secondary master's program, which trains future ESL teachers. Centro's youth programs staff have partnered with faculty in the secondary ed master's program to coordinate a parent panel that will elevate and amplify parent voices. Juventud parents who participate as panelists will share their experiences and perspectives on parenting adolescents and engaging with their children's schools.

Also as we seek to welcome diverse families and make our youth programs accessible for everyone in our community, we appreciate the connection with Padres e Hijos en Acción, a community group that brings together Latinx families of youth with disabilities. Recently our youth programs staff were able to present at a gathering of Padres e Hijos en Acción, sharing information about Centro's youth programs, answering parents' questions, and encouraging families to consider enrolling their youth in Juventud, Escalera, [Re]Generación, and Centro's summer youth programming. These bilateral collaborations and invitations to share resources and connect with one another are invaluable to our work in community.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the MOST Effective Practices? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

At the heart of our mission at Centro is ensuring youth well-being by prioritizing empowerment and holistic family and community support in a way that heals ethno-racial trauma. We do this in a way that is responsive to the needs of the young people in Juventud by co-creating the planning of programming in the space, lifting up youth voice, and through constant reflections that take place with youth coordinators and with our Family Connections Specialist. Because program staff is reflective of the life experiences of Centro youth, this facilitates creating supportive authentic relationships. However, because of the personal connection between staff and youth, a priority continues to be trainings and professional development for an understanding of boundaries, this is an area where we want to deepen our quality of staff training. Feedback on all seven basic elements and examples are provided to our youth program manager by youth staff during regular weekly check-ins and monthly during youth staff team meetings. Community and family engagement is strengthened by case managers and by peer workers based at Centro in areas of housing, immigration, and more, and by a Family Connections Specialist dedicated to supporting families in youth programs. Quality checks, addressing the impact of wrap-around services are a regular part of family support services. Organizational management and staff support is facilitated by our Executive Director, Administrative Director, and Director of Program Planning and Evaluation, and evaluation staff, including evaluation students, as well as our Youth Programs manager who has been in that role for the last 5 years. All staff weekly huddles and monthly all staff meetings provide much space for documenting further reflection and feedback. As part of management coaching sessions and trainings for all staff and Board we address inclusion in all its forms. As we continue to grow our goal is to enact more frequent check-ins on the culture of Centro (weekly and monthly) as a strategy for ensuring we remain on track. We commit to a model that "grows its own" valuing and lifting up leadership from the community. We have monthly quarterly and annual reports by staff to ensure we are meeting quality programming as we report to government contracts and local and national funders. Separately we are launching a transformative evaluation plan with the goal of understanding how Centro values strengthen our staff and community (adult and youth) well-being (as perceived by them) through the lens of story-telling. Foundational to the work we do at Centro with youth, adults and community is following families, young people and community overtime to see whether we are meeting our mission and vision as an organization while growing our capacity for tracking the quality of programming across the lifespan.

- B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 125

Total program hours annually: 319

- C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

"As a kid you really don't know what is going on in your surroundings, when you start seeing your parents faces because people tell them...you don't belong here...or when people start calling you out saying that you don't belong here...you then start to realize that...you feel unwelcomed, you just feel isolated, and you just don't want to interact with society, until you meet people like you, who have gone through the same things" - Maritza Quechol-Ramirez, Centro youth program participant.

Our proposed outcomes were informed by youth and family narratives that have been witnessed over the last 10 years. Youth programming at Centro ascribes to literature that recommends a shift towards seeing youth holistically (Roberto, R 2020). Most recently our partnership with Dr. Hector Adames and Dr. Nayeli Chavez-Duenas and the IC-RACE lab (<https://icrace.org/>) has strengthened our interest in the the field of liberation psychology and how we can best center our work at Centro on the strengths within the Latinx people to overcome barriers and systematic obstacles. For

evaluation moving forward our priority will be to use the Latinx Strengths Coping Inventory (LSCI), informed by the recently identified Seven Latinx Strengths (SLS; Adames & Chavez-Duenas, 2017) to better understand and leverage strategies intrinsic to Latinx communities, used for generations, to cope and overcome daily stressors that prevent a sense of individual and community based belonging and engagement. The SLS include: (1) Determination, (2) Esperanza (hope), (3) Adaptability, (4) Strong Work Ethic, (5) Connectedness to Others, (6) Collective Emotional Expression, and (7) Resistance. This measure is important to us because current health surveys and instrumentation overlook the considerable strengths within Latinx communities (adult and youth) to cope with barriers, stressors, and disproportionate exposure to toxic - physical and psychological - conditions. Our goal is to retain Juventud youth in programming from 6th - 8th grade to see the impact of programming on Latinx Strengths using the LSCI at the end of each academic year during middle school, and when they transition to high school and beyond. We believe Juventud can consistently impact Latinx strengths and reliably support motivation, engagement and success in schools and in community, including whether kids felt cared for by youth coordinators (as another caring relationship beyond the 1-2 teachers Latinx families typically report relying on for support in MMSD), and whether Juventud allowed them to see their school work as meaningful work. A strategic priority will be to hold a townhall at Centro for parents and to survey teacher/staff perceptions of the impact of Juventud on children's strengths, and their sense of engagement in schools and community. Social norms can only be effective for our youth if families and communities are on-board.

Rivera, R. (2021) Transitioning away from Social Emotional Learning Programs to a Well-Being Paradigm. <https://medium.com/transitioning-away-from-social-emotional-learning/transitioning-away-from-social-emotional-learning-programs-to-a-well-being-paradigm-aa8ba6337587>

Adames, H.Y., & Chavez-Duenas, N.Y. (2017) Cultural foundations and interventions in Latino/a mental health: History, theory, and within group difference. New York, NY: Routhledge.

Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

Outcome Objective #1: 75% of students in Juventud agree that Juventud has a positive impact on life skills necessary for a greater sense of belonging in community and/or school				
Performance Standard	Targeted Percent	75%	Targeted Number	93
Measurement Tool(s) and Comments: Latinx Strengths Coping Inventory (LSCI) informed by the Seven Latinx Strengths (SLS; Adames & Chavez Duenas, 2017).				
Outcome Objective #2: 75% of school site administrator and teachers agree that Juventud youth programs has a positive impact on student engagement with learning and their future				
Performance Standard	Targeted Percent	75%	Targeted Number	TBD
Measurement Tool(s) and Comments: School-level survey of teachers and administrators				
Outcome Objective #3: 80% of the families of enrolled students will receive family engagement support through Juventud and attend community townhall hosted at Centro to discuss Latinx Strengths in Juventud youth				
Performance Standard	Targeted Percent	80%	Targeted Number	100
Measurement Tool(s) and Comments: Families are contacted by Centro youth coordinators and family connections staff (i.e. 1-1 contacts or through school/family information sessions) regularly, the townhall will ask about Latinx strengths and perceptions of strengths in youth and family. City and County will be invited to attend.				

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?
 To date, data is collected directly by youth coordinators at each school site and managed in MIS. Report data is compiled by youth programs manager in MIS. A newer member of the Madison-Area-Out-Of-School Time Initiative (MOST), Centro has access to information sharing across Dane County and in partnership with 45 area youth-serving organizations, as a form of validation. Through MOST, organizations are part of a management information system (MIS) managed by the City of Madison allowing organizations to easily track student rosters, and track inputs, outputs, and academic indicators directly from school district data to minimize error. A dedicated Director of Program Planning and Evaluation regularly has access to report data to ensure consistency and to further minimize inaccuracies, in quality while also tracking impact of youth programs but also transformational impact of Centro as an agency.

Centro is a hub for resources and community engagement with significant trust in the Latinx community. Because of the holistic nature of Centro’s work, staff has multiple touch points with families, increasing connection and engagement with the organization. Because of the strong ties with community, Centro is well-positioned to track 8th to 9th grade transitions. At Centro we already aim to track young people (and their families) longitudinally. Aside from MIS, in 2020, Centro launched an agency-wide strategic software system in partnership with Cascade <https://www.strategisys.com/software>, to track alignment across programs (youth and adults) when it comes to values-based implementation of activities and curriculum across time. Moving forward we want to use Cascade to continue to expand on how we track asset-based indicators for young people and their families, including hope, resistance and action in their lives.

Centro always handles information in a manner that doesn’t infringe on client confidentiality. All records and case notes for youth and families are will be kept at Centro in a secured files that are in a password encrypted computer and in a secured server.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
 Centro Hispano of Dane County 810 W Badger Road, Madison WI 53713
 Sherman Middle School
 Toki Middle School
 Sennett Middle School
 Jefferson Middle School
 Wright Middle School

7. PROGRAM STAFFING AND RESOURCES:

- A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Youth Programs Manager	10+ in non-profit management space	Centro Hispano Inc	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR X	0.25 FTE	
Juventud	Psychology,		<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR X	5.0 FTE	

Use one line per individual employee

Coordinator	Education, Teaching, Centro youth program graduate or Centro youth programs volunteer				
Family Connections Specialist	MSW, 5+ years youth programs experience		<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR X	1.0 FTE	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
—			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
—			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
!			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
—			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period		School Year:			
		Year-Round		6.25 FTE	
		Summer			

If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?

Volunteers will be recruited at the start of the academic year and throughout the academic year as needed. Potential volunteers will be required to submit an application, come in for an interview, and if assessed to be a good match for working with Juventud youth, go through a formal background check through the Madison Metropolitan School District (MMSD). Volunteers will attend a formal orientation at Centro Hispano and participate in on-going training sponsored by MMSD. Each school site will directly supervises volunteers working with students with the support and leadership of Centro's Volunteer Manager. It is important to note that post-COVID it has become very difficult to on-board and host volunteers at MMSD school sites. Our hope is that restrictions will lessen and processes will become less laborious and move more quickly to provide the necessary programming support we could benefit from at Centro.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

MSCR to date has been a reliable partner for transportation. We were recently informed that this will change because of capacity limitations in the post-COVID era, drivers have been challenging to employ to support all transportation needs for MMSD programs aside from MSCR. Centro expects to spend \$30,000+ in operational costs for transporation for kids and families involved in youth programs in 2023-2024 academic year. Since 2022 when MSCR limitations began, Centro has relied heavily on cabs and vans for field trips and community meetings for families (approximately \$15,000 were spent last year). In 2023 Centro is in the process of developing a partnership with Second Harvest for snacks for Juventud and all youth programming, a usual administrative expense at Centro is food for families seeking services and programming. To date, our MOA with the MMSD includes Centro staff having a designated space for programming in each school. Space is always a limiting factor and to secure space a priority is early school year meetings with Principals and school leadership.

8. BUDGET

A. The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page,

Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

A. Disclosure of Conflict of Interest

Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.

N/A

B. Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.

N/A

APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Centro Hispano Inc		
Mailing Address	810 W Badger Road		
Telephone	608-255-3018		
FAX			
Director	Karen Menendez Coller		
Email Address	karen@micentro.org		
Additional Contact	Elizabeth Garcia Hall		
Email Address	elizabethgh@micentro.org		
Legal Status	Private: Non-Profit		
Federal EIN:	930844812		

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Juventud	A	\$110,000	\$35,000
Contact: Maria Paula Fullea Caceres			
	B		
Contact:			
	C		
Contact:			
	D		
Contact:			
	E		
Contact:			
TOTAL REQUEST		\$110,000	

DEFINITION OF ACCOUNT CATEGORIES:

Personnel: Amount reported should include salary, taxes and benefits. Salary includes all permanent, hourly and seasonal staff costs. Taxes/benefits include all payroll taxes, unemployment compensation, health insurance, life insurance, retirement benefits, etc.

Operating: Amount reported for operating costs should include all of the following items: insurance, professional fees and audit, postage, office and program supplies, utilities, maintenance, equipment and furnishings depreciation, telephone, training and conferences, food and household supplies, travel, vehicle costs and depreciation, and other operating related costs.

Space: Amount reported for space costs should include all of the following items: Rent/Utilities/Maintenance: Rental costs for office space; costs of utilities and maintenance for owned or rented space. Mortgage Principal/Interest/Depreciation/Taxes: Costs with owning a building (excluding utilities and maintenance).

Special Costs: Assistance to Individuals - subsidies, allowances, vouchers, and other payments provided to clients. Payment to Affiliate Organizations - required payments to a parent organization. Subcontracts - the organization subcontracts for service being purchased by a funder to another agency or individual. Examples: agency subcontracts a specialized counseling service to an individual practitioner; the agency is a fiscal agent for a collaborative project and provides payment to other agencies.

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02 and file either an exemption or an affirmative action plan with the Department of Civil Rights. A Model Affirmative Action Plan and instructions are available at cityofmadison.com/civil-rights/contract-compliance.

CITY OF MADISON CONTRACTS

If funded, applicant agrees to comply with all applicable local, State and Federal provisions. A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at 266-6520. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected agency.

INSURANCE

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management: Commercial General Liability, Automobile Liability, Worker's Compensation, and Professional Liability. The cost of this coverage can be considered in the request for funding.

4. SIGNATURE

Enter name:

By entering your initials in the box you are electronically signing your name and agreeing to the terms listed above.

DATE

INITIALS:

6. BOARD-STAFF DEMOGRAPHICS

Indicate by number the following characteristics for your agency's current board and staff. Refer to application instructions for definitions. You will receive an "ERROR" until you finish completing the demographic information.

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	TOTAL	32	100%	0	0%		
GENDER							
MAN	10	31%		0%			
WOMAN	22	69%		0%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	32	100%	0	0%			
AGE							
LESS THAN 18 YRS	0	0%		0%			
18-59 YRS	32	100%		0%			
60 AND OLDER		0%		0%			
TOTAL AGE	32	100%	0	0%			
RACE							
WHITE/CAUCASIAN	4	13%		0%	80%	67%	16%
BLACK/AFRICAN AMERICAN	1	3%		0%	7%	15%	39%
ASIAN		0%		0%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%		0%	3%	4%	26%
BALANCE/OTHER	27	84%		0%	1%	2%	28%
TOTAL RACE	32	100%	0	0%			
ETHNICITY							
HISPANIC OR LATINO	27	84%		0%	7%	9%	26%
NOT HISPANIC OR LATINO	5	16%	0	0%	93%	81%	74%
TOTAL ETHNICITY	32	100%	0	0%			
PERSONS WITH DISABILITIES	1	3%		0%			

*REPORTED MADISON RACE AND ETHNICITY PERCENTAGES ARE BASED ON 2009-2013 AMERICAN COMMUNITY SURVEY FIGURES.

AS SUCH, PERCENTAGES REPORTED ARE ESTIMATES. See Instructions for explanations of these categories.

**R/POV=Percent of racial group living below the poverty line.

7. Does the board composition and staff of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	12
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	12
How many Board seats are indicated in your agency by-laws?	13-Oct

List your current Board of Directors or your agency's governing body.

Name	Laura Kaker			
Home Address	623 Railroad Street			
Occupation	Human Resource Manager, MGE			
Representing	Treasurer			
Term of Office	First	From:	06/2021	To: 06/2024
Name	Christina Demakopoulos			
Home Address	335 W. Doty Street Apt 204			
Occupation	Corporate Attorney, HyCite Enterprises, LLC			
Representing	Member-At-Large			
Term of Office	Second	From:	05/2021	To: 05/2024
Name	Sara Alvarado			
Home Address	457 S. Owen Drive Madison WI 53711			
Occupation	Business Owner/Writer/Speaker			
Representing	Member-At-Large			
Term of Office	First	From:	05/2023	To: 05/2026
Name	Cesar Pinzon			
Home Address	2201 Scoil Ct Waunakee, WI 53597			
Occupation	VP - Inclusion Excellence			
Representing	Member-At-Large			
Term of Office	Second	From:	05/2022	To: 05/2025
Name	Nancy Francisco-Welke			
Home Address	2974 Scotland Parkway Sun Prairie, WI 53590			
Occupation	VP of Development, Medical Advancement Group, UW Madison Foundation			
Representing	Vice-Chair			
Term of Office	Second	From:	05/2021	To: 05/2024
Name	Rich Lynch			
Home Address	802 Monroe Street #301 Madison WI 53711			
Occupation	Chairman of the Board, J.H. Findorff & Son Inc.			
Representing	Member-At-Large			
Term of Office	Second	From:	05/2021	To: 05/2024
Name	Felipe Noboa			
Home Address	1930 Chapman Dr. Waukesha WI 53189			
Occupation	Private Banker, BMO			
Representing	President			
Term of Office	Second	From:	05/2022	To: 05/2025
Name	Alex Shade			
Home Address	2618 Placid Street Fitchburg WI 53711			
Occupation	Director, Corporate Social Responsibility			
Representing	Member-At-Large			
Term of Office	Frist	From:	05/2023	To: 05/2026

AGENCY GOVERNING BODY cont.

Name	Suzanne Johnson			
Home Address	5205 Golden Leaf Trail Madison WI 53704			
Occupation	VP - Branch Banking, Park Bank			
Representing	Member-At-Large			
Term of Office	First	From:	09/2021	To: 09/2024
Name	Zach Ramirez			
Home Address	4902 N Biltmore Lane Madison WI 53718			
Occupation	Corporate Counsel, Alliant Energy			
Representing	Member-At-Large			
Term of Office	First	From:	05/2022	To: 05/2025
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
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Term of Office		From:	mm/yyyy	To: mm/yyyy
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Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy

****Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells. Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.**

Please fill out all expected revenues for the programs you are requesting funding for in this application. All programs not requesting funding in this application, should be combined and entered under NON APP PGMS (last column)

REVENUE SOURCE	AGENCY 2024	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	73,594	73,594					
UNITED WAY DANE CO	40,000	40,000					
CITY CDD (This Application)	110,000	110,000					
City CDD (Not this Application)	35,000	35,000					
OTHER GOV'T*	75,000	75,000					
FUNDRAISING DONATIONS**	16,042	16,042					
USER FEES	0						
TOTAL REVENUE	349,636	349,636	0	0	0	0	0

*OTHER GOVERNMENT: Includes all Federal and State funds, as well as funds from other counties, other Dane County Departments, and all other Dane County cities, villages, and townships.

**FUNDRAISING: Includes funds received from foundations, corporations, churches, and individuals, as well as those raised from fundraising events.

Program Summary

This tab should be completely filled in by your previous answers.

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	Juventud	PERSONNEL	83,922
		OTHER OPERATING	23,805
		SPACE	2,273
		SPECIAL COSTS	0
		TOTAL	110,000
B	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			110,000

Co-Memorandum of Agreement between Centro Hispano and SoE Partners in the SMPH Partnership Grant

This Agreement is entered into by and between Centro Hispano, hereinafter called Centro and University of Wisconsin- Madison SoE Partners in the SMPH, a public educational institution of the State of Wisconsin, hereinafter called SoE partners. In anticipation of benefits to each party, Centro and the SoE partners agree as follows:

Whereas the research and evaluation activities contemplated by this agreement is of mutual interest and benefit to the SoE partners and to Centro, and will further the SoE partners' and Centro's programmatic, instructional and research objectives in a manner consistent with each institution's mission.

Now therefore, the parties hereto agree as follows:

SCOPE OF WORK

The SoE and Centro agree to perform partnership activities as set forth in Addenda (WPP Executive Summary), hereinafter called "Esperanza." The Parties agree to use reasonable efforts to perform multiple community-engaged research and evaluation projects to be defined through consultation and collaboration. Both parties acknowledge that they make no expressed or implied warranties for results of the research or the evaluation. Any additional work not identified in the Exhibits, but indicated during the course of the Project, will be separately negotiated and funded in appropriate amounts to be agreed upon in writing by Centro and the SoE.

PROJECT DESCRIPTION

- The partnership activities involving SoE partners will be directed by Dr. Stephen Quintana, and Dr. Alyssa Ramirez Stege, who will be accountable to ensure compliance with this MOU. If another UW researcher would want to be a Principal Investigator for a study or evaluation project, they may submit a proposal to Dr. Quintana who will then review the fit to mission, feasibility based on current resources, and plan of action
- The partnership activities involving Centro Hispano will be directed by Dr. Karen Menendez Coller, and Evelyn Cruz, who will be accountable to ensure compliance with this MOU. If other community partners would want to collaborate for a study or evaluation project, they may submit a proposal to Evelyn Cruz who will then review the fit to mission, feasibility based on current resources, and plan of action.

PERIOD OF PERFORMANCE

Partnership related activities will be conducted during the period of January, 2020 through December, 2024.

INDEPENDENT CONTRACTOR

The relationship of the parties is that of independent contractors. Neither party is joint venturer, or agent of the other and neither party has the authority to make any statement, representation, commitments, or action which would bind the other without the other party's prior written authorization. Unless otherwise agreed to in writing, each party shall be solely responsible for any wages, employment taxes, fringe benefits and work schedules of its own employees or agents.

HUMAN SUBJECTS PROTECTIONS

- In the event that the scope of work of any part of the partnership activities involves the engagement of persons as research participants, the parties will conduct such research in accordance with the written protocol approved by the relevant Institutional Review/Ethics Board(s) or oversight body as required by federal law or the parties' institutional policies, other applicable law, and the University's ethical standards.
- Evaluation projects should follow ethical guidelines and practices analogous to IRB research and protect community.
- Each research and evaluation project requires approval from the Director of Program Planning and Evaluation of Centro Hispano (hereafter DPPECH) prior to the start of the project
- Informed consent will be consistent with procedures approved by UW's IRB and Centro's policies as outlined in the [Community Based Toolkit Guidelines for Engaged Research](#). Evaluation projects will follow procedures as IRB-approved protocols.
- The PI will be responsible for compliance with the approved IRB protocol, with notification of any instances of noncompliance to be communicated to Dr. Quintana and Director of Program Planning and Evaluation of Centro Hispano as well as mandated by IRB practices, with notifications of Dr. Quintana, DPPECH, and IRB at the first opportunity upon discovery of noncompliance.
- Similarly, the lead of evaluation projects should follow clear ethical practices for collecting this information, protecting confidentiality, requesting consent, and follow practices associated with community-based research.
- No publications, reports, or presentations will contain any identifying information about individual participants, unless the participants have given explicit consent and understand what and to whom the identifying information is revealed.
- Undersigned parties agree to pursue formation and consult as appropriate with the Community Advisory Board.

CONFIDENTIAL INFORMATION

Unless otherwise required by law the parties will maintain confidentiality for proprietary or trade secret information disclosed or submitted to them by the other party which is designated in writing as confidential information at the time of disclosure ("Confidential information").

Confidential Information does not include information which at the time of receipt:

- (a) Is generally available in the public domain or thereafter becomes available to the public

through no act of the receiving party; or

(b) Was independently known prior to receipt thereof or was discovered independently by an employee of the receiving party who had no access to the information supplied by the disclosing party under this Agreement; or

(c) Was made available to the receiving party as a matter of lawful right by a third party.

Each party retains the right to refuse to accept any information which is not considered to be essential to the completion of the project.

The obligations of the parties under this paragraph shall survive and continue for one (1) year after termination of this Agreement.

PUBLICATION

Partners agree to create a collaborative research agenda and publications for Esperanza. The Esperanza collaborative will seek review and comment from Centro personnel for all scientific publications and public reports based on partnership research and evaluation projects. Centro personnel's contributions shall be clearly acknowledged in research and evaluation projects and included as co-authors when their contributions to such publications or evaluation reports warrant co-authorship according to scientific publishing and professional standards. All co-authors shall *have* all rights and responsibilities in preparation of the publication and evaluation reports as typically associated with that role including writing, revising and commenting upon drafts. Should a scholarly publication or evaluation report be developed that does not include Esperanza as co-authors, such publication will be provided to Centro **fourteen (14) days in advance of submission for review and comment**. Such requests will be submitted to the Director of Program Planning & Evaluation of Centro Hispano or their designee. In the absence of a written waiver, the SoE partners may assume the ability to proceed only after the established time interval has expired. The time required for comment may be modified by the SoE partners only in consultation with Centro leadership and requests for such changes will be made to the SoE Principal Investigator. Centro specific findings will remain confidential unless explicit agreement by Centro has been secured prior to any submission of scholarly reports. In the event that Centro comments are not incorporated into the publication or evaluation report, Centro may submit to the publishing journal report or report outlet for a dissenting opinion regarding the points in contention.

Each partner shall have the right to give presentations at academic settings, scholarly conferences and meetings from research and evaluation projects.

CHANGES TO RESEARCH INTERVENTION

Any proposed changes to the intervention will be discussed in the Esperanza meetings to allow for input from co-authors.

DATA COLLECTION, STORAGE, AND DISTRIBUTION

The development of each partnership activity is based on communication and trust between Centro staff members and researchers of the SoE as part of the Esperanza

collaborative. Reasonable efforts will be made by both parties to incorporate and address concerns and recommendations at each stage of a partnership activity. At the start and end of a partnership activity, and as needed over the course of a partnership activity, the University and Centro Hispano shall participate in meetings to develop and maintain a data management plan, including collection, storage, analysis, and reporting protocols. Data collection storage will be consistent with IRB and Centro Hispano protocols and common professional standards for evaluation activities. There will be additional safeguards added to protect participant identity and anonymity if data or records were to be summoned with a subpoena or otherwise obligated by law to release information).

The University researchers will be available to answer questions and assist community members should community members decide to use these data for different purposes, beyond the objectives of this particular project. Periodically as agreed to an end of parts of the project, the researchers will participate in community meetings to discuss the results of the project with community members. Final reports of studies conducted in the project will be distributed after review and comment from Centro Hispano.

INDEPENDENT INQUIRY

Nothing in this Agreement shall be construed to limit the freedom of SoE researchers or Centro Hispano staff who are participants in this Agreement, whether paid under this Agreement or not, from engaging in similar research inquiries made independently under other grants, contracts or agreements with parties other than Centro Hispano.

LIABILITY

To the extent authorized by secs. 893.82 and 895.46(1), *Wis. Stats.*, the SoE agrees to hold harmless Centro Hispano, its officers, agents and employees from any and all liability including claims, demands, losses, costs, damages and expenses of every kind and description (including death), or damages to persons or property arising out of or in connection with or occurring during the course of this agreement where such liability is founded upon or grows out of the acts or omissions of any of the officers, employees or agents of the University.

Centro Hispano agrees to hold harmless the SoE, its officers, agents and employees from any and all liability including claims, demands, losses, costs, damages and expenses of every kind and description (including death), or damages to persons or property arising out of or in connection with or occurring during the course of this agreement where such liability is founded upon or grows out of the acts or omissions of any of the officers, employees or agents of the SoE.

INSURANCE

Each party warrants and represents that it has adequate liability coverage, such coverage being applicable to officers, employees, and agents while acting within the scope of their employment by said party.

Each party hereby assumes any and all risks of personal injury and property damage

attributable to the negligent acts or omissions of that party and the officers, employees and agents thereof.

PUBLICITY

Any press releases regarding the study or evaluation activity will be made only upon the prior written approval of both parties. Neither party shall use the name of the other party in connection with any products, promotion, or advertising without the prior written approval of the named party. The Wisconsin Partnership Program (WPP) will be noted in publicity as needed.

TERMINATION

This Agreement may be terminated by either party at any time prior to its full term of performance provided that a written notice is given to the other party thirty (30) days in advance.

GOVERNING LAW

This Agreement is made in accordance with and shall be governed and construed under the laws of the State of Wisconsin.

WAIVER & SEVERABILITY

Failure to insist upon compliance with any of the terms and conditions of this Agreement shall not constitute a general waiver or relinquishment of any such terms or conditions, and the same shall remain at all times in full force and effect. If any part of this Agreement is held unenforceable, the rest of the Agreement will remain in full force and effect.

ASSIGNMENT

Neither party shall assign or transfer any of its rights or obligations under this Agreement without the written consent of the other party.

MISCELLANEOUS

This Agreement is the entire understanding between the parties relative to this project. This Agreement may be changed only by written modification signed by both parties. This Agreement shall take precedence over any conflicting administrative language contained in the Project.

COLLABORATION PRINCIPLES

Each project will advance the following principles for the Esperanza collaborative:
Collaboration: Centro Hispano and School of Education representatives will identify and capitalize on the strengths that each brings to an endeavor.

Prioritization: We agree to collaboratively address key elements of a health improvement model: a focus on mental health risk, specifically for Spanish-speaking bilingual Latinx residents, and on social determinants of health and well-being.

Leverage: Each project will strive to use all resources available to the partner organizations to support program success, sustainability and expansion of community capacities and leadership

Transformation: We will strive to achieve sustainable change in systems that will ensure long term impact of each program

Additionally, we are committed to collaboratively developing future projects using a *community based participatory research* approach. This will require:

- Building on the strengths and resources within the community, including the skills and assets of individuals, networks, institutions and organizations in the community;
- Ensuring that project partnerships are equitable and collaborative in all aspects of the design, development, implementation and evaluation using processes that enable all parties to participate and influence the research process;
- Promoting co-learning and capacity building among all partners; and
- Collaboratively identifying dissemination practices that ensure findings and knowledge gained are made accessible to multiple stakeholders

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in duplicate by proper persons duly authorized.



Stephen M. Quintana, Ph.D.



Karen Menendez Coller, Ph.D.



Alyssa M. Ramirez Stege, Ph.D.



Evelyn Cruz



Natalie Rivera



Gabriella Gaus Hinojosa



Danya Soto



Mariana Pasturczak

Scope of Services for Evaluation Support Centro Hispano of Dane County (Centro) and the Wisconsin Evaluation Collaborative (WEC) at the Wisconsin Center for Education Research (WCER)

Purpose:

This scope of work is for evaluation support by Dr. Annalee Good (annalee.good@wisc.edu), WEC's Youth Evaluation Specialist and graduate student evaluators in the WCER Evaluation Clinic for Centro Hispano of Dane County (Centro). WEC will assist and support Centro in developing and conducting culturally responsive and principles-focused evaluation of Centro programs and initiatives, as well as consultation and technical assistance on general evaluation and data systems design.

Deliverables:

- I. *Co-facilitation of the community evaluation team* (approximately 195 hours/year)
 - Assistance in developing a design and strategic plan for a community evaluation team
 - Lead training in evaluation for community evaluation team
 - Assistance in directing the activities of the community evaluation team (designing an evaluation plan, data collection, analysis, and reporting)
 - Assistance in articulating the community evaluation team model
 - Co-directors of community evaluation team are the WEC Youth Evaluation Specialist and graduate students, with Centro staff
 - Mentorship of community evaluators from Youth Evaluation Specialist and graduate student evaluators

- II. *Embedded program evaluation support for Centro* (approximately 100 hours/year)

These services will be “on retainer” for an average of 2 hours per week. Services will focus on collecting, analyzing, and utilizing data, specifically in terms of assisting Centro align programming to the strategic plan and principles of cultural responsiveness and social justice, and providing a more systematic process to understand more diverse and relevant outcomes. WEC would work with the community evaluation team in providing evaluation support.

Assistance will include:

- Developing evaluation plans and designs for programs at Centro
- Ongoing support in use of data towards program improvement
- Collaborative learning, staff training, technical assistance on evaluation design process
- Presentations to internal and external audiences
- Background research and evaluation design for grant proposals
- Centro staff can attend biweekly WCER Evaluation Clinic professional learning workshops

All the above work would draw upon guiding principles of culturally responsive and community-engaged evaluation, and youth-adult partnerships.

Estimated cost and invoicing: The cost of these deliverables will not exceed \$4100 per project year (i.e. total of \$12,300 over three years) with activities completed by December 31 of each year. This includes approximately \$3900 of in-kind services by WCER per year in the form of a portion of Dr. Good and graduate students' time. An invoice for approximately \$4100 will be sent by November 30th by WCER to: Nick Curran CFO, nick@numbers4nonprofits.com